1.8 Researching Education: Methods in Context: Test Pack

AQA 7192 · about 20 minutes

Total Marks

Name: _____ Date: ____ / ____ / _____

Answer ALL questions. Unless the question asks for brief points, write your answers in full sentences. Allow about 20 minutes for this pack.

1 Which one of the following best describes a non-participant observation used in classroom research in a UK secondary school?

- ☐ A) The researcher sits in the classroom and joins in group work with pupils
- ☐ B) The researcher watches lessons from the back of the room but does not take part
- ☐ C) The researcher interviews pupils after school about their homework
- ☐ D) The researcher asks teachers to complete a questionnaire about behaviour

(Total for Question 1 is 1 mark)

---

2 Identify one way an unstructured interview with a headteacher could increase validity when researching school leadership styles.

(Total for Question 2 is 2 marks)

---

3 Explain two limitations of using official Department for Education statistics to measure the success of a behaviour policy introduced in a multi academy trust.

(Total for Question 3 is 4 marks)

© Revision Library | revisionlibrary.co.uk

4 Identify and explain two practical problems of using structured questionnaires with Year 8 pupils in a state secondary school.

(Total for Question 4 is 4 marks)

5 Describe one strength and one limitation of using official school documents, such as attendance records and exclusion logs, to study pupil behaviour in a secondary school.

(Total for Question 5 is 3 marks)

© Revision Library | revisionlibrary.co.uk

Mark scheme · 1.8 Researching Education: Methods in Context: Test Pack

Question 1

B (researcher watches lessons without taking part) **B1**

Answer: B

Question 2

identifies a way, e.g. allows in depth, detailed responses and follow up questions **B1**

brief development, e.g. this can reveal meanings and motives that standardised methods miss, increasing validity **B1**

Answer: An unstructured interview allows in depth responses and follow up questions, revealing meanings and motives that standardised methods might miss and so increasing validity.

Question 3

identifies one limitation, e.g. official statistics may not capture informal improvements in classroom atmosphere **B1**

explains why, e.g. numbers such as fixed term exclusions are crude and miss nuanced changes **B1**

identifies a second limitation, e.g. changes in recording practices or incentives can affect statistics **B1**

explains why, e.g. schools might record incidents differently over time, making comparisons unreliable **B1**

Answer: Official statistics may miss informal improvements in classroom atmosphere because measures like exclusions are crude and do not capture nuanced change. Also, changes in recording practices or incentives can alter figures independently of real behaviour change, so trends may be unreliable.

Question 4

identifies one practical problem, e.g. literacy or comprehension limits of younger pupils **B1**

explains why this is a problem, e.g. pupils may misunderstand questions leading to unreliable answers **B1**

identifies a second element or development, e.g. time available in lessons or need for teacher supervision **B1**

explains the second point, e.g. limited lesson time can reduce response rates or encourage rushed answers **B1**

Answer: One practical problem is that Year 8 pupils may have limited literacy or misunderstand questions, which can produce unreliable answers. Another issue is limited lesson time and the need for teacher supervision, leading to low response rates or rushed completion.

Question 5

identifies a strength, e.g. documents provide existing quantitative data that can show patterns over time **B1**

identifies a limitation, e.g. official records may be incomplete or biased by school recording practices **B1**

brief development of either strength or limitation **B1**

Answer: A strength is that official documents give existing quantitative data showing patterns over time, such as trends in attendance or exclusions. A limitation is that records may be incomplete or influenced by the school's recording practices, so they may not accurately reflect all incidents.

© Revision Library | revisionlibrary.co.uk